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ABSTRACT

Instructional objectives of the Dade County Public Schools Quinmester Program in intermediate Spanish focus on the development of reading skills and mastery of various grammatical items. They include the article "lo," the plueperfect, and the subjunctive. This guide contains: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested expansion of materials, (5) sample evaluation, and (6) references. (RL)

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INTERMEDIATE SPANISH

Part 3

COURSE NUMBER 7505.03

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Miami, Florida

1971

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COURSE DESCRIPTION

Stories by contemporary authors and an excerpt from a magazine article provide the reading material of this course. The article "lo", the pluperfect, and the subjunctive are among the grammatical forms studied. The class will be conducted in Spanish. This course is designed for the student who has controlled the language described in 7505.02.

BROAD GOALS AND PERFORMANCE OBJECTIVES

I. Listening Skills: The learner, according to his level of maturity and achievement, will demonstrate by overt and/or spoken reaction his:

A. Understanding of regional speech variations of the target language.

After listening to the selected readings included in this course, or the taped versions, the student will understand such regional variations as: "agüelo," "capitá," "Dónde te mi as der!" "prenda," etc.

B. Understanding of discussions about famous people, past and present.

Given orally in the target language, some pertinent biographical facts about the authors considered in this course (Vicente Blasco Ibáñez, Domingo Faustino Sarmiento, Luis Taboada, Santos Chocano, and Gregorio López y Fuentes) the student will identify on a prepared answer sheet each author according to his nationality, main biographical events and literary works.

C. Understanding of the oral reading of carefully selected passages from novels, short stories, and poems.

After listening to class readings, or recorded tapes of the same readings, the student will select from three short paragraphs the one that best describes what is read.

II. Speaking skills: According to his level of maturity and achievement, the learner will speak with intonation and pronunciation acceptable to the teacher. He will:

A. Repeat after the teacher.

Given orally the repetition drills included in this course the student will repeat them with 90% proficiency.

B. Perform necessary changes in form and order.

Given the question - answer drills included in this course the learner will make the necessary changes in form and order in the basic pattern according to cue questions given to him.

C. Manipulate previously-mastered conversations (by transformational processes and substitution processes)

1. Given the substitution drills included in the "Suggested Expansion of Materials" of this course the learner will make the necessary changes in a basic sentence according to cue words given him.

2. Given the guided conversation drills included in this course the learner will make the necessary changes to produce a correct conversation.

D. Answer questions relating to class readings. Given the questions about the course readings included in the "Suggested Expansion of Materials" the student will answer them with 80% minimum proficiency.

E. Ask questions relating to class readings. After reading the literary selections included in this course the student

will ask five pertinent questions with correct sentence construction. The questions will be answered by his fellow students.

F. Speak satisfactorily on topics within his range of development. After listening to the class readings, or their taped versions, and reading silently the same selections in class or at home, the student will orally give a short simple account of each selection using his own words.

G. Tell stories. After listening to the class readings or their taped versions, and reading silently the same selections in class or at home, the student will orally construct his own short story following the same theme but making as many changes as necessary to form an original, "new" story.

H. Describe accurately foreign life, customs and institutions with concentration on the meaningful and purposeful and avoidance of the stereotyped.

After reading orally and/or silently the literary selections included in this course, the student will describe, in general, the kind of life and values expressed in them.

I. Take part in group discussions. Given oral cues such as: characters of the stories, biographical notes, school happenings, etc., the student will engage in group discussions expressing himself with correct sentence construction showing understanding and command of materials taught.

III. Reading Skills: According to his level of maturity and achievement, the learner will demonstrate by oral or written reaction with proficiency acceptable to the teacher his:

A. Skill of oral reading as evidenced by correct intonation and juncture.

The learner will read aloud the literary selections included in the "Course Content" and the "Suggested Expansion of materials".

B. Skill of reading with direct comprehension that which has been mastered audiolingually. The learner will:

1. Select, after reading each one of the stories, the proper completion for a group of sentences by marking a, b, c.

2. Identify, selecting from five short, specially prepared paragraphs, the one that best describes what is said in the story by marking a, b, c, d, or e.

C. Skill of reading adapted and/or edited materials freely.

The learner will write a short essay, in the native language, giving the main idea and characters of the stories read orally or silently in class. The student will have read all the selections included in the "Course Content" and two, selected by the teacher, from the "Suggested Expansion of Materials."

IV. Writing Skills: According to his levels of maturity and achievement, the pupil will:

A. Write from dictation the target language content which he has previously heard, spoken and read.

When dictated any paragraph selected from the readings included in this course the student will write it with 85% minimum proficiency.

B. Write exercises requiring minimal structural changes.

The learner will make the changes necessary to form sentences following the model given in the section Para escribir (parts e and f) of the "Course Content."

C. Write answers to oral and written questions.

Given orally or in writing the questions concerning the stories considered in the "Course Content" and the "Suggested Expansion of Materials" the student will answer them with correct sentence construction.

See the Exercise book.

D. Construct original sentences using vocabulary given.

The learner will:

1. Write original sentences using the vocabulary given beside each story considered in the "Course Content."
2. Write original sentences using the vocabulary given in the section Para escribir (part a) of the "Course Content."

E. Construct original sentences following a model with a controlled vocabulary.

Given model sentences and the vocabulary necessary to construct new ones, the student will write them. Section Para escribir (part g), of the "Course Content."

F. Write longer exercises of two and three paragraphs with fewer controls.

Given the instructions necessary to create original paragraphs the student will write them. Section Para escribir (parts i, j), of the "Course Content."

G. Write resumés from something read or heard.

After listening to the course literary selections and reading them orally or silently, the student will write resumés of the materials with proficiency acceptable to the teacher.

H. Complete sentences and paragraphs by filling in the blanks.

Given incomplete paragraphs or sentences the student will insert appropriate words. See "Suggested Expansion of Materials," and the Exercise book.

V. Culture Knowledge: According to his levels of maturity and achievement, and with proficiency acceptable to the teacher, the learner will:

A. Demonstrate knowledge of the geography of the target culture.

The student will write a short essay giving the main geographical features of any region of the Spanish-speaking world previously discussed in class.

B. Demonstrate knowledge of the characteristics of the social groups that inhabit different regions of the Spanish world.

Given five diverse social types, the student will describe accurately two.

VI. Attitude: The learner:

Seeks information on cross-cultural differences as evidenced by research projects. As a part of the course work the student will develop a project dealing with any facet of the Spanish world that interests him, showing understanding of cultural differences and empathy toward the new culture, its people, customs and institutions.

COURSE CONTENT

Brenes, Edin and others. Learning Spanish the Modern Way 2.

New York: McGraw-Hill Book Company, 1961. Lesson 23, which includes:

Estructuras

1. Repaso del imperfecto.
2. Repaso del imperfecto-verbos irregulares.
3. Repaso del pretérito e imperfecto.
4. Imperfecto del subjuntivo, verbos - ar, - er, - ir.
5. Imperfecto del subjuntivo, verbos irregulares.
6. Clausulas con "si".

Lecturas

"Obra de Vicente Blasco Ibáñez"

"Valencia"

"Lobos de Mar"

Sección Para conversar:

"En la playa"

Lado, Robert and others. Galería Hispánica. New York: McGraw-Hill Book Company, 1965. Cuadros 1, 2 which include:

Cuadro 1, "El humorismo," which includes:

Estructuras

1. Verbos con preposiciones.
2. Artículo neutro "lo".
3. El imperfecto con "cada vez que".
4. El verbo "ir".
5. Ejercicios con el imperfecto y el pretérito.
6. El subjuntivo con expresiones impersonales.

Lecturas

"El rastreador"

"Tríptico criollo"

"El matador"

"Campito, payador de Pachacoma"

SUGGESTED EXPANSION OF MATERIALS

SUPPLEMENTARY READINGS

Payatos, Fernando: España por dentro. New York: McGraw-Hill Book Company, 1969.

Capítulo 7 "Un americano en Pamplona".

Capítulo 8 "En el corazón de Castilla".

Capítulo 9 "El pueblo".

O'Neal, Robert and Marina García Burdick. Calidoscopio español. Boston: Ginn and Company, 1967.

Primera Unidad

"Ojeada a España." pp. 5-6.

"España al rayar el alba." pp. 7-15.

"La lengua española." pp. 16-17.

Bond, Otto F. and Carlos Castillo. Graded Spanish Readers. Boston: D. C. Heath and Company, 1961. Book VI-X

"Un vuelo a México." pp. 7-18.

Camba, Julio. Países, Gentes y Cosas. Edited by James Shearer. New York: Holt, Rinehart and Winston, 1962.

"La ciudad del tiempo." p. 3.

"El descubrimiento de España por los americanos." p. 7.

SUGGESTED EXPANSION OF MATERIALS

Clausulas con "si"

Repetition Drill

A. Si tienes bastante dinero, irás a España.

Si tuvieras bastante dinero, irías a España.

Si tiene bastante dinero, irá a España.

Si tuviera bastante dinero iría a España.

Si tenemos bastante dinero, iremos a España.

Si tuviéramos bastante dinero, iríamos a España.

Si tienen bastante dinero, irán a España.

Si tuvieran bastante dinero irían a España.

B. Si estudio, sacaré buenas notas.

Si estudiara, sacaría buenas notas.

Si estudias, sacarás buenas notas.

Si estudiaras, sacarías buenas notas.

Si estudiamos, sacaremos buenas notas.

Si estudiáramos, sacaríamos buenas notas.

Si estudian, sacarán buenas notas.

Si estudiaran, sacarían buenas notas.

Substitution Drill

Si tuviera dinero compraría el coche.

__ tuviéramos _____.

_____casa.

_____ tiempo te enseñaría la casa.

__ tienes _____horno.

_____ tuvieras _____

_____refrigerador.

_____ hambre comerías un sandwich.

_____ tuviera _____.

_____sed_____un helado.

Lobos de Mar (pp. 236-240)

Preguntas (orales y escritas)

1. ¿Quién es el autor de Lobos de Mar?
2. ¿De qué trata este cuento?
3. ¿Cuántos años navegó el Capitán Llovet?
4. ¿Por qué se quedaba inmóvil en su sillón el anciano capitán?
5. ¿Cómo eran los ojos del Capitán Llovet?
6. ¿Contra quién había luchado durante toda su vida?
7. ¿Cuál es su opinión acerca de Capitán Llovet?
8. ¿Por qué los negociantes de Cuba lo llamaban el "Capitán Magnífico"?
9. ¿Tenía dinero el Capitán Llovet?
10. ¿A quién odiaba el Capitán?
11. ¿Qué pasó una mañana lluviosa en que el mar estaba revuelto? ¿Qué hizo el Capitán?
12. ¿Qué hicieron los del pueblo para impedir que el Capitán saliera?
13. ¿Por qué acabó el capitán llorando como un niño?

Para escribir - Llenar los espacios en blanco con datos obtenidos de la poesía sobre el Cid. Página 229.

El héroe nacional de España se llama _____.

La esposa del héroe _____ llega a la ciudad de _____ que el Cid acaba de conquistar a los

_____. Subió con ellas al _____ para ver la _____. Levantan las _____ para dar _____ a Dios por las ganancias que les ha dado. Mío Cid y los que van con él están muy _____.

Escribir un párrafo usando las siguientes palabras, empleándolas en el orden dado. El alumno puede cambiar: el género, el número y la forma verbal si es necesario:

1. veranear
2. buque
3. avanzar
4. tiburón
5. sublevación
6. tripulación
7. tiro
8. locura
9. cobardes
10. auxilio

Read the poems "El Charro" and "El Llanero," page 29 of Galería Hispánica, and then fill in the blanks with the appropriate words.

El Charro

El charro se viste de _____, gusta de usar muchas _____ y la pechera de su traje lleva _____; su sombrero es _____. Bajo su cinto suele llevar una _____ al cinto. Su _____ anima a su caballo, y sobre el muy _____ se pasea. ¿Es el charro un _____ en su caballo o es la animación de una _____?

El Llanero

Mirando a la lejanía, hay en su mirada algo _____.

Su tostada faz contrasta con la _____ del llano. Traba-

jador y valiente _____ lo mismo la _____, que

enfrena un _____ o se echa a _____ en mitad de

un _____. Corta lo mismo el boscaje con su _____

que _____ su amor en un cantar sonoro. El _____

puede ser a la vez tierno y salvaje.

SUGGESTED PROCEDURES

Explain the meaning of the vocabulary that appears beside each story. In both textbooks synonyms are given. Some students don't know the words or their synonyms making the explanation necessary.

The teacher should read each story aloud. Then, the story should be read, divided in paragraphs, by students. Afterwards, it should be translated, by other members of the class, one paragraph each. Include in this exercise as many learners as possible. With the books opened in front of them, students will answer the questionnaire that follow each story.

After this exercise has been completed the teacher will give a reading test. The story will be read again, aloud, by students, one paragraph each. Books will be closed and each student will answer questions pertinent to the paragraph he read.

In practicing the grammatical structures model the exercises once. To maintain interest, ask individual students to repeat the exercise alone. A grade can be given, if the task is completed satisfactorily.

After working with the section Siga el modelo orally, the teacher can assign it as written class work or homework.

The questions that follow each reading can be assigned as written class work or homework after being worked over orally.

The exercises included in the section Para escribir can be practiced orally in class to assure mastery.

In selecting the supplementary readings from the section "Suggested Procedures" the teacher has to take into consideration

the level of ability of the students, and if he prefers he can select his own readings different from those that appear on the list.

It is strongly recommended that each individual teacher take advantage of the tapes, exercise book, and test booklet that accompany the textbooks of the McGraw-Hill Serie.

SAMPLE EVALUATION

Instrument for measuring performance objective I-C. This test is to be given after the lesson has been taught. The object of it is to measure listening - comprehension. The three paragraphs are to be read by the teacher or recorded on tapes. Each paragraph is to be read twice.

Instructions: The story "Valencia" selected from Learning Spanish the Modern Way, page 228, is going to be read to you. After its reading, three short paragraphs are going to be read twice. Select, by marking a, b, or c the one that best describes what is said in the story.

a. La región Valenciana es montañosa. Desde lejos se puede ver una brillante vegetación de naranjos, limoneros, y olivos. Todavía conserva restos de antiguas construcciones romanas: un teatro y un acueducto.

b. La región Valenciana consiste en tres provincias: Castellón de la Plana, Valencia y Alicante. La costa de Valencia es casi llana por completo. No muy lejos de las playas se puede ver una brillante vegetación.

c. La región Valenciana consiste en tres provincias: Castellón de la Plana, Valencia y Alicante. Las montañas están llenas de vegetación: Sus naranjos, limoneros y olivos le dan vida a la región.

Instrument for measuring performance objective II-F

Instructions: After having read in class, and at home, as homework,

the stories "El matador" and "El rastreador", selected from Galería Hispánica, pages 24 and 33, the students of the class will divide themselves into several groups telling the stories accurately, giving the main idea, characters, ending, etc.

Performance Objective IIIB-1

1. En Valencia abundan además de los naranjos, limoneros y olivos,
   a. el arroz y el maíz
   b. el arroz sí, pero no el maiz
   c. el arroz, el maíz y el trigo
2. El héroe nacional de España es
   a. Fernando
   b. Pelayo
   c. el Cid
3. Los valencianos tienen su propia lengua:
   a. el catalán
   b. el valenciano que se parece al catalán
   c. el castellano
4. El poema del Cid se escribió
   a. En el siglo XII
   b. En el siglo XIII
   c. En el siglo XIV
5. El Capitan Llovet odiaba a
   a. España
   b. Francia
   c. Inglaterra

6. El Capitan Llovet quería salir en un bote,

   a. Porque quería pasear

   b. Porque quería salvar un bote en peligro

   c. Porque quería volver a navegar

Instrument for measuring performance objective IV-G.

Instructions: Write a resumé, in spanish, of the story "Los tres cuervos," from Galería Hispánica, page 9. You are going to be graded on sentence construction, spelling, and clarity of expression.

Instrument for measuring performance objective V-B.

Select two social types from the following list. Describe them in detail (using English or Spanish).

a. un torero

b. un gaucho

c. un charro

d. un llanero

e. un payador

Instrument for measuring performance objective VI

The teacher will ask students to present, for the whole group's benefit, their individual projects dealing with the culture, people, and/or customs of the Spanish-speaking world. If not feasible, due to length of projects, the teacher will with great care read and grade the projects, letting students know that their effort is appreciated and rewarded.

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